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ABSTRACT

Designed to enable European educators to obtain contemporary materials about American society, this annotated bibliography lists over 70 publications, most of which were published between 1963 and 1983. Following an introduction, the bibliography is arranged into seven chapters. Entries in sections I through IV focus on American foreign policy and international affairs (especially since 1945), the governmental systems of the United States, recent works on American history, and social and cultural change in the United States. While emphasis has been placed on contemporary materials, two classics on the U.S. governmental system--"The Federalist Papers" and Tocqueville's "Democracy in America" have been included. Emphasis throughout is on presentation of varying viewpoints on an issue. Section V presents an annotated list of 16 education and social science journals. Section VI lists three organizations specializing in curriculum and the social sciences. A final section lists the names and addresses of 47 publishers. Although intended primarily for European educators, American educators will also find this bibliography a useful resource for identifying and selecting materials to teach about American society. (LH)

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The Atlantic Council of the United States

RECENT WORKS ON AMERICAN SOCIETY

An Annotated Bibliography for Educators

Prepared for
the Successor Generation Working Group
by
Fay Metcalf
Catherine Edwards

Edmund D. Pellegrino, *Chairman*
Introduction by Judith Torney-Purta

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An Annotated Bibliography for Educators

Prepared for the Atlantic Council of the United States by Fay Metcalf and Catherine Edwards

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INTRODUCTION

By Judith Torney-Purta

The Atlantic Council of the United States, through its Working Group on the Successor Generation, has for several years been seeking to encourage greater emphasis in education in the United States, and in Europe, on the common heritage and values of Western civilization, the basic principles of democratic society, and the need to enhance and defend them. These interests overlap at some points with those other programs in international global education, world area studies and civic education.

The need for an annotated bibliography of materials on American society suitable for the use of educators (particularly in Western Europe) became clear during a Teachers' Seminar co-sponsored by the Council of Europe, the Atlantic Council of the United States and the National Council for the Social Studies in Germany in 1982. The topic was Teaching about the United States in Europe, and secondary teachers from many European countries and from the United States were in attendance. The European educators, some teaching classes in history/social studies and others teaching English as a foreign language, bewailed the difficulty of obtaining contemporary information—textbooks and supplemental material—about the U.S. The response of the Atlantic Council was to commission Fay Metcalf, a highly respected historian and teacher of history in secondary schools, to prepare this bibliography. She was asked to focus on four topics: American Foreign Policy and International Affairs (stressing the period since 1945); the Government System of the United States; Recent Works on the History of the United States; and Social and Cultural Change in the United States. While emphasis has been placed on contemporary material, two indispensable classics on the governmental system of the United States—***The Federalist Papers*** and Tocqueville's ***Democracy in America***—have been included. The bibliography was reviewed and approved by a small committee consisting of Dr. Edmund D. Pellegrino, Director, Kennedy Institute of Ethics, Georgetown University, and Drs. James H. Billington, Ernest Boyer, Mark H. Curtis, Carole Hahn, Olin Robison and Judith Torney-Purta. It has also been warmly welcomed by Mr. Maitland Stobart, Director of the Division of School Education, Council of Europe.

The European educator may wonder at the stress in some entries on the presentation of varying viewpoints on an issue. The need for citizens to have ready access to information, to develop and discuss their own views (even if they are critical of government policy) and to communicate with elected officials is deeply ingrained in American civic values. It results in considerable emphasis on presenting different viewpoints in publications (a stress which is reflected in several of the entries in the bibliography). Further, the tradition of

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citizenship education in a democracy emphasizes reflective inquiry. Consideration of alternative interpretations and positions facilitates that process.

Although the present bibliography is primarily intended for European educators, many teachers in other parts of the world, and American teachers as well, will find it a valuable resource. It is our hope that it will lend a concrete impetus to enhanced teaching about European-U.S. relations on both sides of the Atlantic.

Members of the Working Group Committee on Teaching Materials:

Judith Torney-Purta, Professor of Human Development, University of Maryland

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I. American Foreign Policy and International Affairs, Emphasis: 1945-1983

Baker, Paul. R. and William H. Hall. ***The United States in World Affairs.*** New York: Sadlier-Oxford, 1980.

This is an excellent example of an easy-to-read, but high interest, book meant for secondary level students. It traces American foreign policy from its early commitment to isolationism, through the expansionist period of the late nineteenth century, the U.S. involvement in World Wars I and II, the Cold War and NATO, the Korean War, and finally the war in Vietnam. The interplay of overseas and domestic forces as they impinge on twentieth century global affairs are stressed as well as the give-and-take between policy-makers and the general public. It candidly presents the false starts and reversals of United States foreign policy. There is a broad array of visual materials, including photographs, prints, drawings, maps, and charts. There are also a number of questions directed to the student as self-tests on understanding the materials, and which can also be used as the basis for classroom discussions.

Burgess, W. Randolph and James Robert Huntley. ***Europe and America—The Next Ten Years.*** New York: Walter and Company, 1970.

Sponsored by the Atlantic Council of the United States, the authors of this book admirably described the situation of the Atlantic Community in 1970 and attempted to look forward through the 1970's. Livingston T. Merchant, who wrote the introduction, asks how a government, any government, can provide security, freedom, and opportunity for all, when the worlds of today and tomorrow are "crowded, interdependent, nuclear, jet-propelled, technological, automated, computerized, accelerating, and incredibly complex." By examining European and American societies, the Atlantic economy and the political and military problems, the two authors arrive at the conclusion that some sort of federalist system, (that would not be an imposition of America's will) *must* be worked out. Fully cognizant of the problems of implementing federalism upon the present nation-state structure, Burgess and Huntley feel it can be done if pragmatic and dynamic leadership is developed within the successor generation, if education in international affairs receives enough attention, and if, above all, there is a will for action. Even though some of the data in this book are out-dated, the philosophic framework and the realistic assessment of the problems the Atlantic Community must face remain distressingly up-to-date.

Fitzgerald, Thomas A. ***American Foreign Policy.*** New York: Benzinger, Inc., 1980.

This popular textbook on American foreign policy is written from a geopolitical perspective. The author discusses the role of U.S. ambassadors, embassies, the military-industrial complex, and the C.I.A. in shaping international relations. The history of American foreign policy is summarized as well as the importance of public opinion in the development of policy. This text is at times critical of American policy.

Gimlin, Hoyt, ed. ***U.S. Foreign Policy, Future Directions.*** Washington, D.C.: Congressional Quarterly Inc., 1979.

One of a series of editorial reports meant to keep journalists, scholars, and the general public informed about developing issues, trends, and events, this particular volume presents data on such issues as human rights policy, China's "Opening Door," the U.S. ambivalence in regard to Africa, and nuclear proliferation. Since these reports are current, they quickly become dated. Still, they continue to be useful for a teacher who wishes materials that are more than a simple synthesis.

Goodman, Elliot R. ***The Fate of the Atlantic Community.*** New York: Praeger Publishers, 1975.

Perhaps the most important sections of this work on the Atlantic Community are those that deal with topics seldom covered in depth in secondary level textbooks: the economic policies and problems of the member nations; nuclear nationalism and the future of small national nuclear forces; and the individual nation's concerns over North-South relationships. Goodman's greatest concern is that under the severe pressure these issues and problems exert on the several nations each country is apt to adapt a *sauve qui peut* attitude and "go its own way." Seeing a breakdown in the friendly relationships that had characterized much of the post-war practices of the members of the Atlantic Community as "catastrophic," Goodman urges a re-emphasis on the profound interdependence of all the nations. No solutions will work, he feels, unless they are jointly undertaken.

Halle, Louis J. ***The Cold War as History.*** New York: Harper & Row, Publishers, 1967.

Few works on international relations have been so uniformly well received as Halle's volume on the Cold War. It immediately became required reading in courses in political science, both on the college and the secondary school level. Far from being a presentist analysis of the events of the period 1945-1963, this work is a carefully wrought analytic narrative. Halle claimed to have set for himself a task he likened to that of Thucydides—to describe events of his own time, in which he took part, but from a distant perspective. In this he succeeds admirably. Halle examines the behavior of both the Soviet Union and the United States as reflections of their historic pasts, and their non-compatible views of the world. After describing the events that were aspects of the Cold War, Halle, in an epilogue, forecasts the U.S. involvement in Southeast Asia, and, in the only false note in his work, prophesizes the gradual realignment of the two Germanys. This work deserves to be considered the classic it has become.

Hansen, Roger D. and others. ***U.S. Foreign Policy and the Third World Agenda 1982.*** New York: Praeger Publishers for the Overseas Development Council, 1982.

This statement of what U.S. foreign policy positions vis-à-vis the Third World should be is dense with information. It is not for casual reading, but it is worthwhile for its analysis of the instability of Third World countries and of Western alliances attempting to cope with current and projected world problems. The six Statistical Annexes are of particular use as they provide

up-to-date information on a number of topics: "Indicators of U.S.-Third World Interdependence," "Indicators of Economic and Social Development," "Food, Energy, and Other Raw Materials," "World Trade," "World Military Expenditures," and "Resource Flows." European and North American nations are compared to those of other continents in such categories as per capita gross national product, physical quality of life index, infant mortality, life expectancy, and literacy. A good many classroom lessons could be developed using these materials as raw data.

Huntley, James R. ***Uniting the Democracies.*** New York: New York University Press, 1980.

The sub-title of this book is "Institutions of the Emerging Atlantic-Pacific System," and it is precisely the detailed descriptions of the many intergovernmental organizations that make this work so valuable. Huntley feels that the complex of intergovernmental and supranational institutions (he uses 15 major examples) that have developed among industrialized democracies since 1945 are already a functioning international system. Labeling this system "a voluntary association of states," Huntley suggests that it has already "contributed substantially and in highly innovative ways to a contemporary world store of structures and methods which conceivably might be used as models for more advanced and more generalized ventures in international cooperation." The appendices of this book are especially useful for teachers as they provide carefully conceived concepts and definitions related to discussions of the Atlantic system, charts which graphically display the institutional growth of the community of developed democracies, and brief commentaries on the major intergovernmental supranational organizations developed between 1947 and 1978.

Lamy, Steaven L., et al. ***Teaching Global Awareness Using the Media.*** Denver, CO: Center for Teaching International Relations, 1981.

Although the activities in this handbook are uneven in quality, many are useful for understanding the enormous role media plays in forming American public opinion. The different approaches to reporting the news of newspapers, magazines, radio, and television are analyzed from the point of view of amount of space allotted for coverage. Of most interest are the activities for students to perform as they read, listen to, and see news presentations. Besides emphasizing the incompleteness of any single media source, there is data on how political unrest and political protest can be incited by the media. The final section contains exercises to help students understand the influence advertising contained in print and broadcast media has on their own values and attitudes.

Leone, Bruno. ***Internationalism, Opposing Viewpoints.*** Minneapolis, MN: Greenhaven Press, Inc., 1978.

This short volume is meant to provide secondary students with the varieties of points of view toward internationalism that have dominated U.S. opinion for the last twenty-five years. Topics include the general concept of world government, evaluations of the usefulness of the League of Nations and the United Nations, and opposing attitudes about world federalism. Among the well-known figures whose works are represented are Albert Einstein, Charles W. Yost, Henry Steele Commager, and Norman Cousins. Each of the short

readings is introduced by a set of questions students should keep in mind as they read. Included are four short exercises designed to help students clarify the substantive materials read. These materials are meant to provide students with data upon which classroom discussions may be held. The presentation of materials is as bias-free as any "selected" set of documents can be.

Levine, Herbert M., ed. ***World Politics Debated, a Reader in Contemporary Issues.*** New York: McGraw-Hill, Inc., 1983.

World Politics Debated uses an excellent pedagogical device to encourage critical thinking concerning international relations. The editor developed twenty-two questions to be debated. The various affirmative and negative positions are excerpted from various sources, such as magazine articles, government documents and books. The debates reflect a variety of ideological viewpoints on such questions as: Is the United States an imperialistic power? Does NATO deter aggression? Should the promotion of human rights be a major goal in United States foreign policy? Questions for discussion and suggested readings follow each debate to encourage students to undertake further study.

Mandelbaum, Michael. ***The Nuclear Future.*** Ithaca, NY: Cornell University Press, 1983.

Mandelbaum, currently a Fellow of the Council on Foreign Relations, was formerly at Harvard University and has written extensively on the questions of nuclear power and nuclear war. This work is especially useful as it is even-handed in its approach and free of the clichés so prominent in the present debates over the nuclear future. It even includes a glossary of the terms used so lightly by politicians of many nations. For example, "strategic weapons" are those in place in the U.S. or the U.S.S.R. and aimed at the other country. "Tactical weapons" are those in place in either Western or Eastern Europe, and designated for use on a European battlefield. The book begins with a concise overview of the world's nuclear arrangements, the arsenals of the U.S. and the U.S.S.R. and the relationships between these superpowers, and the spread of nuclear weapons to the several other nations who now, or soon will, have them. Chapter 4 describes and compares the anti-nuclear weapons movements in both the U.S. and Western Europe. The final chapter is particularly interesting as Mandelbaum examines predictions about the future of nuclear weapons, and concludes that the future will be as the past; that is, the weapons will remain, but a nuclear holocaust will not take place.

Nurse, Ronald J. ***The Development of American Foreign Policy.*** New York: Harcourt, Brace, and Jovanovich, 1980.

Intended as a textbook for American schools, this work contains an overview of the history of United States foreign policy as well as a description of current concerns and trends. Part Four, "A Superpower in the Modern World: 1945 to the Present," is particularly useful, as it shows how some current problems have evolved as a result of political and economic events that followed World War II. Included as an appendix to the book are several first-hand accounts and commentaries on U.S. foreign policy, some of them quite critical. For example, an article by Henry Kissinger explaining the purposes of detente is followed by a statement by Aleksandr Solzhenitsyn which criticizes such a policy. The book is meant for fourteen to seventeen year olds, but the

presentation is fairly sophisticated. There are excellent charts and graphs.

Russett, Bruce M. and Bruce C. Blair, eds. ***Progress in Arms Control? Readings from Scientific American***. San Francisco: W. H. Freeman and Company, 1979.

In this volume the editors have compiled several articles on arms control and nuclear strategy that originally appeared in *Scientific American*. These articles are marked by technological sophistication yet are written in a language that should be readily understood by readers who lack advanced education in the physical sciences. The editors introduce each article with a commentary explaining the political influences and constraints on arms control efforts at the time the book was published. In addition to the articles and commentaries, the volume includes major portions of the texts of several international agreements and a bibliography for further reading.

Spanier, John and Eric M. Uslaner. ***How American Foreign Policy is Made.*** New York: Holt, Rinehart and Winston/Praeger, 1978.

Although this basic text was written several years ago, it remains one of the most clear and succinct works on the topic. It is an account of how American foreign policy is actually made. By describing the principal actors, Spanier shows the frequent incongruencies between personal beliefs and the actions demanded by the role being filled. The dilemma of the democratic process and the need for the preeminence of a president able and willing to act quickly receives a good deal of space. One chapter, "The Decision-Making Arena: The Cast of Characters," explains the circles of power—the roles of the president, bureaucrats and advisors, political parties and interest groups, and public opinion and the media. Models of policy-making and how these models have been used in such events as the Cuban Missile Crisis and the mining of Haiphong harbor, serve to tie the theoretical and practical aspects of foreign policy together. The short essay, "The Democratic Dilemma Reconsidered," that closes the book uses American examples but is applicable to all democratic nations.

Strausz-Hupé, Robert, et. al. ***Building the Atlantic World.*** New York and London: Harper & Row Publishers, 1963.

One of the series of works sponsored by the Foreign Policy Research Institute during the 1960's, this book provides historical perspective on the development of the Atlantic Community. It tackles the tough questions of "What is the proper role of NATO? What kinds of political frameworks are essential for nuclear partnership? What is the 'Grand Design' and why is it opposed?" Perhaps the most useful chapter of the book is the first. It is a superb essay describing the social and cultural ties between Europeans and Americans as well as the political needs for unity. That chapter could be read with profit by students age fourteen and older. Teachers might wish to read the rest of the work for its historical background.

Switzer, Kenneth A. and Paul Mulloy. ***Global Issues, Activities and Resources for the High School Teacher.*** Boulder and Denver, CO: Social Science Education Consortium, Inc. and the Center for Teaching International Relations, 1979.

Emphasizing the global nature of most of the issues that affect modern societies, the authors of these exercises have concentrated on six concepts of interdependence: trade and economic issues, conflict and armaments, modernization and development, technology and the environment, energy, and human rights. Although statistics become out-of-date very quickly, the challenging activities printed here for student experiences in handling statistical data are timeless. Besides information printed in the manual itself, the authors provide an excellent selective, annotated bibliography for each of the concepts studied. In spite of the title, the work has a decided U.S. bias, and the human rights section is not as effective as it might be.

Wallace, Irwin, Jr. ***America in the World: A Guide to U.S. Foreign Policy.*** New York: Praeger Publishers for the Foreign Policy Association, 1983.

This is an excellent introduction to the workings of United States foreign policy. It briefly summarizes the stance the U.S. has taken in both regional concerns and in global issues. One chapter, "The Superpowers and Europe," explains the preoccupation both the U.S. and the U.S.S.R. have with Europe, including the concerns of détente, the "balance of terror," the Salt talks, and NATO. Other chapters focus upon Asia, the Third World, and the Western Hemisphere. The last section of the book describes the U.S. positions, both formal and informal, toward such world problems as human rights, economic instability, ecological damage, and world order. The book is comprehensive, but at the same time it is clear and concise in presentation and balanced in approach. It is particularly appropriate for secondary students or the lay reader who wants a quickly-read but accurate summary of the position of the U.S. in the world concerns of the recent past and the present.

World Politics, Annual Additions. Guilford, CT: The Duskin Publishing Group, Inc., annual publication.

This annual publication is an edited work which reprints many important newspaper, magazine and journal articles from the previous year. This collection of readings is especially useful if one is using a slightly dated textbook on topics of world politics. The articles are selected to stimulate student interest and concern for contemporary world affairs. The articles are grouped into topical areas, such as "The U.S. in World Politics," "The Politics of International Trade," or "International Organizations and the Future." Within each category there are several articles from various American sources, plus articles from non-American sources. There is a very good glossary of terms at the end of each volume.

II. The Governmental Systems of the United States

Allen, Jack. ***American Society.*** New York: American Book Company, 1978.

Although this text was published in 1978, its subject matter still reflects contemporary American society. The diversity of peoples and communities is described as well as the varieties of established values within "American culture." Such topics as civil rights and responsibilities, local communities and their problems, consumer economics, and the United States in today's world are covered in an introductory manner. In a separate section, a number of opposing viewpoints are presented concerning local, national and international problems.

American Government, Annual Additions. Guilford, CT: Dushkin Publishing Group, Inc., annual publication.

This annual publication is an edited work which reprints many important newspaper, magazine and journal articles which deal with important issues of the American political system. Articles are selected for their educational value and high interest content for students of American government. The articles are arranged by categories which vary from year to year. Examples of typical yearly categories are: civil rights, the balance of power, and new federalism. A topical guide cross references the articles in the volume to standard topics in an American government course of study. A glossary and an index are included. This is an excellent source for current materials on the problems and concerns of the American political system.

Congressional Quarterly Guide to Current American Government. Washington, D.C.: The Congressional Quarterly Inc., semi-annual publication.

The *Congressional Quarterly Guide to Current American Government* is prepared twice yearly as an up-to-date handbook of recent news research bulletins, rewritten and rearranged for ease of access. The guide provides students with current illustrations of the continuing interplay of the forces which affect the American political system, such as lobbying groups or science policy. It shows not only how the President, the Congress and the Judiciary act and react toward one another, but also how this traditional interplay is tempered and influenced by such other forces as changing social pressures, new administrations, current issues and lobbying.

Hughes, Arthur J. ***The American Presidency.*** Encino, CA: Benziger Bruce & Glencoe, Inc., 1977.

Although this book was published several years ago, it is still a very good source for pre-collegiate students to use as they study the American Presidency. It provides an historical account of the evolution of the Presidency, the powers of the President as outlined in the Constitution of the United States, and a summary of the individual personalities who shaped the office when they were in power. Considerable attention is devoted to the political process that produces presidents, including sketches of several selected campaigns. The last two chapters discuss the exercise of presidential powers and duties, on both the

domestic and international levels. Activities at the end of each chapter include lists of important terms, summary and discussion questions, inquiry activities, and suggested research topics. The text material is especially appropriate for introductory courses in American government as it assumes students have little previous knowledge of the subject.

Huntington, Samuel P. ***American Politics: The Promise of Disharmony.*** Cambridge, MA: The Belknap Press of the Harvard University Press, 1981.

Huntington develops the provocative thesis that "In the United States, ideological consensus is the source of political conflict, polarization occurs over moral issues rather than economic ones, and the politics of interest groups is supplemented and at times supplanted by the politics of moralistic reform." America has, he claims, been spared class conflicts in order to have moral convulsions. He feels it is the central role of moral passion that distinguishes American politics from the politics of most other nations—and, he believes, it is this particular characteristic that confounds foreigners. In this work, Huntington, who is a facile writer as well as a sound political theorist, attempts to explain the relationship between American political ideas and political institutions.

Janowitz, Morris. ***The Last Half-Century, Societal Change and Politics in America.*** Chicago, IL: University of Chicago Press, 1978.

Janowitz bases this work on his belief that in an advanced industrial society, the patterns of electoral behavior—including the quality of electoral participation—supply indicators of social control. He sees the electoral process as the central mechanism of self-regulation, but suggests that under advanced industrialism, periodic elections are limited in effectively adjudicating institutional disarticulation. What must happen, then, is the development of extralegislative agencies, local and national, which could resolve conflict as well as strengthen the system of periodic competitive elections. Using a number of trends in societal change in the United States from 1920 to 1976, Janowitz then explains how the extralegislative agencies have influenced basic issues of public policy. One of the most interesting aspects of this book is Janowitz's unblushing use of the traditional methods of sociology to explain what other sociologists see as inconsistencies in theories of social control. His turning of that conundrum on its head provides fascinating reading.

King, Anthony, ed. ***The New Political System.*** Washington, D.C.: American Enterprise Institute for Public Policy Research, 1978.

As the individual authors of this collection of essays were asked to write on specific aspects of the American political system they were told to emphasize changes that had taken place from 1960 to the mid-1970s, the reasons for the changes and the significance of the changes. Among the topics covered are the Presidency, the Congress, the Supreme Court, political parties, the electorate, and the relationship of the states to the national government. The authors, all highly regarded scholars, represent divergent political philosophies, but in reading the essays as a set, one sees a coherent explanation of political change emerging. The essays are interesting reading, and they all reflect impeccable scholarship.

Kownslar, Allen O. and Terry L. Smart. ***American Government.*** 2nd ed. New York: Webster Division, McGraw-Hill Book Company, 1983.

Written for the typical U.S. secondary school government class, this textbook takes a somewhat unusual approach. Besides the routine content that describes the formation of the federal government and the three major branches of federal, state, and local government, it also includes chapters on the American political heritage derived from concepts and theories of the ancient world and Western Europe. Other topics included are: descriptions of different types of democracies and communist governments; comparative economic systems—free enterprise, socialism, and communism as an economic system; pressure groups and their direct actions; and methods used to measure and shape public opinion. There is a separate teacher's guide with a number of creative worksheets a teacher can duplicate for classroom use. These cover such diverse topics as the advantages and disadvantages of the initiative process, the impact of political polls on voting behavior, and bilingual election requirements.

Lengel, James G. and Gerald A. Danzer. ***Law in American Society.*** Chicago: Scott, Foresman and Co., 1983.

Meant to be used in conjunction with a U.S. history text for eleventh-grade students, this work stands alone as a useful overview of changing American perceptions of such aspects of American life as liberty and the just society; equality; authority as a legitimate function of keeping order; due process; and the need for laws. Case studies are used throughout the book and these are particularly useful in showing how individuals or groups have different interpretations of fairness. The final chapter presents the U.S. position on international law using the Iranian hostage crisis, and the International Seabed authority as examples. Two "future" case studies, "Group of 77 v. Shiwa-Gregory Mining Company, 1996," and "Lunar Law, 2001," are used to suggest problems of jurisdiction over the ocean minerals and the projected resources of the moon.

Perspectives. Washington, D.C.: The Close Up Foundation, annual publication. 1983 most recent.

Perspectives is an annual publication of the Close Up Foundation which provides an on-site educational experience in Washington, D.C. for thousands of American students each year. This volume provides introductory information on the three branches of government, the power of the press and lobbying groups, foreign policy, defense policy, domestic policy, and economic policy. A variety of current viewpoints are presented in each section. An excellent glossary of terms appears at the end of each unit of study. Students who study these materials will become aware of the complexities of decision-making in the political process relating to contemporary issues.

Plano, Jack C. and Milton Greenberg. ***The American Political Dictionary*** 5th ed. New York: Holt, Rinehart and Winston, Inc., 1979.

Now in its fifth edition, this political dictionary is arranged by the divisions of the American federal government. Important terminology, government agencies, and statutes are described and their significance is explained in

detail. This is a useful reference book for any student or teacher of the American political system.

Sanford, William B. and Carl R. Green. ***Basic Principles of American Government.*** New York: AMSCO School Publishing, Inc., 1979.

This reference work on American government is an excellent single guide to U.S. politics. Information is arranged topically under the major headings of the three branches of government. The theory and the history behind the development of the American system is covered. Various state, county and city government systems are compared and their interaction with the federal government is discussed. The possibilities for change in the American government are investigated in a short and concise final chapter.

Schroeder, Richard C. ***An Outline of American Government.*** International Communication Agency. Distribution restricted by law to persons outside the United States. n.d.

This nicely illustrated book explains the tri-partite form of the United States government. It starts by explaining how the principles of government described in the Constitution are carried out through the functions of the branches of government—the judicial, legislative, and executive. The agencies that operate under each branch are listed, and by reading through the short descriptions of these, one derives a sense of how the government operates on a day-to-day basis. The concept of federalism is explained by showing the relationships and responsibilities of the federal, state and local governments. The book also provides descriptions of government finance, the electoral process and the role of political parties in that process.

Turner, Mary Jane, Kenneth Switzer, and Charlotte Redden. ***American Government: Principles and Practices.*** Columbus, OH: Charles E. Merrill Publishing Company, 1983.

Designed to present the fundamental concepts of the American political system, this textbook also places heavy emphasis on political behavior. Voting patterns are analyzed and, for example, non-governmental influences on these patterns are emphasized. Particular kinds of interest groups (labor, business, farm, and professional) and several special population groups (The National Association for the Advancement of Colored People, the National Organization of Women, and the Croatian Fraternal Union) are described. Excellent charts on lobbying interests and money donated to congressional candidates by political parties enliven the text. There is unusually competent coverage of the role of the various bureaucratic offices in the three branches of government and of the importance to America of multinational organizations. An example of how graphics demonstrate a concept such as interdependence is a chart showing how trans-Atlantic telephone calls have multiplied from 500,000 in 1950 to 140 million in 1978.

III. Recent Works on the History of the United States

Downey, Matthew T., ed. ***Teaching American History:*** *New Directions*. Washington, D.C.: National Council for the Social Studies, 1982.

This brief volume was sponsored by the National Council for the Social Studies to help teachers of American history improve their courses by incorporating the most current historical research. In each of five chapters there appears a scholarly article outlining new historical information and methodology in the fields of women's history, family history, social history, labor history, and the history of Native Americans. Bibliographic essays for each field serve as guides for teachers who wish to continue reading in the subject area. Following the bibliographic essay are two or three teaching strategies and classroom activities, written by teachers. This booklet is a good reference for those who wish to see how recent research is being translated into teaching materials for American classrooms.

Gardner, James B. and George Rollie Adams, eds. ***Ordinary People and Everyday Life, Perspectives on the New Social History.*** Nashville, TN: The American Association of State and Local History, 1983.

This edited work captures the most recent trends in American historical research. Ten prominent scholars in various fields of American history and material culture present their perspectives on what the new social history is all about and how a new political-social synthesis is developing in American historiography. The essays included in the book cover such topics as the urban experience, families, agriculture and rural life, women, race and ethnicity, workers and work, politics and the reasons for the rise of social history. This volume is a good resource for an understanding of current trends in the teaching of American history. Many important books and articles are cited in the footnotes for each article.

Gordon, Irving L. ***American Studies, a Conceptual Approach.*** New York: AMSCO School Publications, Inc., 1977.

This comprehensive book is organized in a thematic format which introduces a fresh perspective on American studies. The content is arranged to help the student understand the American past as well as the past's influence on present problems. In addition to traditional areas such as government, economics, and foreign policy, this conceptual approach also analyzes the diversity of the American people and their values. Through its wide-ranging discussion of ethnic groups and women, the book highlights the pluralism of American society. The development of American education, science and the arts are also discussed. This volume is an excellent reference for the teacher of American culture, and could be used with profit in English and American history classes.

Gordon, Michael, ed. ***The American Family in Social-Historical Perspective*** 2nd ed. New York: St. Martin's Press, 1978.

This is an excellent anthology of scholarly articles in the area of the history of the American family. It is used in many college courses to introduce the

historiography of the field. The editor has selected some of the most important contributions to the field of family history and has organized them topically under such categories as: "Family and Household," "Marriages: Beginnings and Endings," "States of Life," "Women: Roles and Relationships," "Sex," "Ethnicity," and "Demographies." At the end of each topical category is a short bibliography which indicates the major works in the field. Although this text would be too difficult for pre-collegiate students, it does contain interesting statistical materials that can be adapted by the teacher for the classroom to stimulate discussion and analysis of American society.

Kava, Beth Millstein and Jeanne Bodin. ***We, The American Women.*** Chicago: Science Research Associates, Inc., 1983.

This is a potpourri of materials describing concerns of American women over the centuries. The last chapter, "Toward the Year 2000," is of particular interest as it examines issues of politics and government, the changing family patterns currently emerging in the U.S., and the continuing tradition of American women as leaders of protest movements and as reformers. One article in the chapter is written by a woman, who with her seventeen-year old daughter, marched on the Pentagon in 1980, protesting nuclear armament. Another article describes the role of minority women in contemporary society. The last section of the chapter is a reprint of the "National Women's Agenda," a statement of the combined priorities and goals of 110 organizations representing 33 million women, created in 1975 as a part of the United Nations' International Women's Year to help shape the U.N.'s Decade of Women (1975-1985).

Levy, Tedd and Donna Collins Krasnow. ***A Guidebook for Teaching United States History.*** Boston, MA: Allyn and Bacon, Inc., 1979.

This two-volume work is an excellent teacher resource for courses in American history and culture. The guidebook was designed to provide hundreds of practical ideas and resources for developing student understanding of significant historical events and processes that have shaped the development of the United States. A wide variety of teaching methods are suggested within each chapter in order to encourage student participation in small group activities, role playing, discussions and individual projects. Historical background related to each activity is provided for the teacher. Easily duplicated students handouts are located in the appendix. The contributors to this volume are for the most part quite obviously master teachers.

Olson, Keith W. (editor of the revised edition). ***An Outline of American History.*** International Communication Agency. Distribution restricted by law to persons outside the United States. n.d.

Although this work ends with the Carter presidency, it provides a useful overview of United States political and economic history. The original edition was developed by two distinguished American historians, Professors Wood Gray and Richard Hofstadter, and their work along with Olson's is balanced, accurate and eminently readable. The illustrations, paintings and photographs, are particularly well chosen to reflect both the events of history and the work of representative American artists and photographers. This book is a good introduction to American history.

Strourzh, Gerald and Ralph Lerner, eds. ***Readings in American Democracy***. New York: Oxford University Press, 1959.

Many works on American history refer to particular historic documents or to interpretive essays by eminent historians. It is difficult to cite one volume that contains the bulk of such material, but this collection comes close to being complete. It is useful as a resource, as it includes documents frequently cited or printed in full in secondary level history textbooks. These include such work as Crèvecoer's "What is an American?" Thomas Jefferson's "First Inaugural Address," Thomas Paine's "An Asylum for Mankind," and Dean Acheson's "Democratic Representation in an Age of Crisis." It also contains a number of other articles or essays that are representative of contemporary thought throughout most of American history. These materials are grouped under such topics as: "The Politics of Democracy," "America in a World of Nations," and "Statesmanship in a Free Democracy." The editors suggest that the articles under each heading be read as a group, for through such an approach, the reader will begin to understand the merits of various points of view. This book is especially appropriate for teachers who wish to advance their understanding of the fundamental concerns that have preoccupied American political thinkers.

This is America. International Communication Agency. Distribution restricted by law to persons outside the United States. n.d.

For someone who wishes a brief introduction to all aspects of American life, this little booklet would be useful. It is short, 103 pages including a timeline and dozens of photographs, but inclusive. Major chapters cover the land and people, government, natural resources, fields of activity, and the arts. Shorter sections describe: lifestyles, health and medical care, education, social security, labor and labor unions, American women, youth, recreation, and religion. A great number of statistics are infused in the text, so one obtains a perspective on the proportion of Americans taking part in the activities described. Overall, this is a good, if brief, overview of American society as it actually exists.

Walsh, Margaret. ***The American Frontier Revisited***. Atlantic Highlands, NJ: Humanities Press, 1981.

This short study surveys the historiography concerning the "frontier" in American history. It provides a synthesis of current research, as well as a revised analysis of the Turner thesis, which argued that the West was the key to understanding the shape and character of the United States. Many of the important criticisms of the Turner thesis are summarized. Other topics, such as the abundance of land, its disposal and usage, non-agrarian activities, and demographic characteristics of settling in the West, are discussed. A very good bibliography concerning the American frontier serves as an excellent reference for students and teachers who wish to read in more depth.

Workman, Brooke. ***Teaching the Decades, A Humanities Approach to American Civilization***. Urbana, IL: National Council of Teachers of English, n.d.

Designed as a teacher's guide, this book presents several useful lists and definitions of American values and suggested sources and materials teachers might use to help students discover how these values are expressed. The

sources suggested include radio programs, movies, best selling fiction, architecture, paintings, poetry, plays, dance and music. This book contains a number of handouts to be copied for student use in the classroom. European students would enjoy the sections that describe European influence on American art, architecture, and literature, for example, and they would gain an understanding of the international flavor of popular music. Unfortunately, this guide describes the U.S. from the 1920's to the 1960's only. Still, the approach would be useful and a classroom teacher could easily put together materials to carry the study to the present.

HISTORICAL TEXTS THAT HAVE BECOME CLASSICS:

Both of the following works are critical to an understanding of American political thought. Because they are classics, they are available in innumerable editions with a variety of introductions and explications. The particular editions cited here were chosen because they are currently in print and easy to obtain.

Hamilton, Alexander, James Madison, and John Jay. ***The Federalist Papers***. New York: Bantam Books, Inc. 1982.

It would be no exaggeration to state that the three most important political documents of the United States are the Declaration of Independence, the Constitution, and the collection of essays that, bound together, have become known as *The Federalist Papers*. Written originally for publication in New York papers during the debate over ratification of the Constitution and used as a debators' handbook by those promoting ratification, the essays have become an authoritative analysis of the political philosophy of the men who made the Constitution. Most of the letters were written by Alexander Hamilton, but James Madison and John Jay contributed several. The letters focus on: an explanation of the benefits of federal government; an indictment of the Articles of Confederation for their failure to provide an adequate government; an analysis and defense of the new Constitution; and a discussion of enduring truths of both the problems and rewards of a free government. Because they were written in haste and were not originally planned as a coherent, orderly set of essays, the reader will note that the papers seem to skip about a bit and can be repetitive. American students are usually assigned only numbers: 1, 2, 6, 9, 10, 14, 15, 16, 23, 37, 39, 47, 48, 49, 51, 62, 63, 70, 78, 84, and 85. This selection includes ten by Hamilton, ten by Madison, and one by Jay, a sampling of the authors' best work. George Washington, writing about *The Federalist Papers* in 1788, claimed, "when the transient circumstances and fugitive performances which attended this crisis shall have disappeared, that work will merit the notice of posterity, because in it are candidly and ably discussed the principles of freedom and the topics of government—which will be always interesting to mankind so long as they shall be connected in civil society." Indeed, Washington was perceptive; *The Federalist Papers* are still read and discussed today.

Tocqueville, Alexis de (edited by Thomas Bender). ***Democracy in America***. New York: Random House, 1982.

In 1831 Alexis de Tocqueville, a young French nobleman, came to the United States to examine the new democracy. He observed the influence of political parties and the press on government; the effect of democracy on the social, political, and economic life of the people; and warned that a majority rule could be as tyrannical as the rule of an aristocracy. Tocqueville's work has endured because his comments and criticisms of the government, culture, literature, and attitudes of nineteenth century America have bearing on modern times. Americans are still searching for the balance between freedom and democracy; they are still more concerned with the practical rather than the theoretical; they are still a restless, ambitious, mutable people with a penchant for conformity in spite of an expressed belief in individuality. Some of Tocqueville's predictions about the future of American society have not come true, of course, but his work remains the quintessential description of America and Americans.

IV. Social and Cultural Change in the United States

A. ART, ARCHITECTURE, LITERATURE, AND MUSIC

Brown, Milton W., Sam Hunter, John Jacobus, Naomi Rosenblum, David M. Sokol. ***American Art.*** New York: Harry N. Abrams, 1979.

This extensive work surveys the development of American painting, sculpture, architecture, decorative arts and photography. It is the best single volume on American art to date. Although this book does not cover American art in the 1970's or 1980's, the coverage of the twentieth century through the 1960's is excellent. The text is supported with both black and white photographs and color plates. An extensive bibliographic section, which incorporates recent books as well as articles, is topically arranged to aid the interested student.

Chase, Gilbert. ***America's Music, from the Pilgrims to the Present.*** Westport, CT: Greenwood Press, Publishers, 1966. (reprinted in 1981).

Chase's large volume on American music remains the best single work. Such topics as Negro spirituals, minstrel shows, folklore and folksongs, ragtime, jazz, twelve-tone, and American opera are closely analyzed. The revised second edition also covers the musical development in the 1960's. There is a very good thematic bibliography included in the book for those who wish to obtain more detailed information.

Hoffman, Daniel, ed. ***Harvard Guide to Contemporary American Fiction.*** Cambridge, MA: The Belknap Press of Harvard University Press, 1979.

This book provides a critical survey of the most significant writing in the United States between the end of World War II and the end of the 1970's. It is not a synopsis of critical or scholarly commentary, but a series of original essays by critics especially interested in the subjects and the authors about whom they have chosen to write. The first essay outlines the intellectual currents during the period. The remaining eleven essays cover such diverse topics as southern fiction, Jewish writers, experimental fiction, women's literature, and dissident poetry. This book is an important reference for teachers of American literature and culture.

Lucie-Smith, Edward ***Art in the Seventies.*** Ithaca, NY: Cornell University Press, 1980.

This book is the first successful work that gives a coherent account of the American visual arts in the 1970's. The author does not simply update a survey of American art; instead he looks beyond "high art" or museum art and investigates the new experimentation in the arts of the 1970's. Such topics as illusionary art, fetish art, political art and art as environment are graphically described and well illustrated.

Roth, Leland M. ***A Concise History of American Architecture.*** New York: Harper and Row, Publishers, Inc., 1979.

This chronological history of American architecture is a good resource for students and teachers who are relatively unfamiliar with the history of the

United States. The relationship between the economic and cultural history of the United States and the changing architectural styles and technology is presented in a precise and understandable manner. This well written and reliable history covers the major developments, in terms of buildings and their architects, from the seventeenth century to the present. The relatively short narrative is supported by many illustrations.

Walker, Lester, ***American Shelter, an Illustrated Encyclopedia of the American Home.*** Woodstock, NY: The Overlook Press, 1981.

American Shelter clearly describes the evolution of every significant American house style from Indian days to the present. The illustrations relate shelter to man while the text speaks to the historical development of technology and style. The author uses sequenced drawings to illustrate the building of such homes as the earliest colonial post and beam cottage; detailed drawings to describe such house parts as the gingerbread of Victorian houses or the workings of a solar collector; and exploded drawings to explain structure and floor plan development of such houses as the Cape Cod. In addition, regional variations of architectural styles in early America are indicated and these are illustrated. A very good glossary of terms and illustrations is included for the student of historic and contemporary architecture.

Whiffen, Marcus and Frederick Koeper. ***American Architecture, 1607-1976.*** Cambridge, MA: The MIT Press, 1981.

This panoramic survey of American architecture will serve a variety of readers interested in American architectural, cultural, and social history as a source of information and insight on the development of the man-made landscape in the United States. The book is supported by 350 illustrations and photographs. These provide a long-term perspective on the social and environmental factors that shaped American building. Through these illustrations one can analyze both the assimilation of European influences and the growth of native innovations, such as the climate-adapted houses of New England or the Prairie houses of Frank Lloyd Wright. Unfortunately, the volume does not include architectural examples from the late seventies or any comments on the future of American architecture.

B. ECONOMICS, GEOGRAPHY, GLOBAL EDUCATION, AND SOCIOLOGY

Becker, James M. ed. ***Schooling for a Global Age.*** New York: McGraw-Hill Book Company, 1979.

Although this work was published several years ago and many of the materials included date back to the early 70's, it remains a classic in the field. Nothing published since 1979 has been as comprehensive or thought provoking. Among the topics that form chapters are: imperatives and curriculum planning for global education, elementary and secondary programs, and agencies that can be used as resources for actually "doing" global education. Beyond the good coverage of these traditional topics of the field are the chapters that intrigue and make one examine previously held assumptions about the usefulness and validity of teaching international affairs in the schools. Among the writers of these chapters are scholars perhaps as well known in Europe as the U.S. such as Judith Torney-Purta, Donald Morris, Robert Leestma, and editor, James Becker.

Clecak, Peter. ***America's Quest for the Ideal Self.*** New York: Oxford University Press, 1983.

The subtitle of this provocative book is "Dissent and Fulfillment in the 60's and 70's." This suggests Clecak's thesis that the sixties and seventies were not such disjunctive decades as they may have appeared at the time. Instead, he suggests, both decades were part of a continuing, and many-sided, quest for personal fulfillment, for salvation, and for social justice. Clecak argues persuasively against the conclusions of such diverse social critics as Daniel Bell, Christopher Lasch and Daniel Yankelovich. Where those writers find U.S. society headed for total narcissism, selfishness and decline, he sees the current common accent of Americans on personal experiences as hopeful. He does not see the contemporary shift to political conservatism as a long-term trend, but rather as a movement to the development of new methods to strengthen legal guarantees, political rights, and access to economic resources.

Elwood, Ann. ***Our American Minorities.*** New York: Globe Book Company, Inc., 1978.

This text is a general survey of several minority groups in America. Included are American Indians, Mexicans, Chinese, Japanese, Puerto Ricans, Italians, and Afro-Americans. Catholic and Jewish minorities are also examined, as well as the poor and women whom the author defines as minority groups. One chapter investigates the interaction of minority groups and governmental institutions at various levels. Chapters are short, and each has follow-up questions. This book could be useful in English language courses, for short translation exercises and for vocabulary building. The text is appropriate for students who have not previously studied the diversity of American society.

Garreau, Joel. ***The Nine Nations of North America.*** New York: Avon Books, 1981.

The nine "nation" concept of North America is an original way of studying the continent. The author rejects the traditional political boundaries of nations and states because he feels these boundaries have become meaningless in the past thirty years. Instead, he suggests, the peoples of North America are beginning to act like citizens of nine separate nations, with their own economic interests, values and life-styles. This regional approach will allow the student to understand the diversity within the United States in a much more meaningful framework. The economic and political problems of each of the nine "nations" are discussed in a fresh manner. Many teachers in the United States are now developing curriculum materials based on this work. This book is certain to have an impact on methods of teaching political and economic geography during the next ten years.

Levitan, Sar A. and Richard S. Belous, ***What's Happening to the American Family?*** Baltimore, MD: The Johns Hopkins University Press, 1981.

Because Americans link the success of the nuclear family with the success of the nation, there is a great deal of concern about the decline in the 1970's and 1980's in the number of traditional nuclear families. This book attempts to assemble scattered data concerning the American family in order to develop a coherent analysis of current issues and assess current government policies relating to the American family. Traditional American values and attitudes are

contrasted with the changing reality of the structure and economics of the modern family. This is followed by suggestions for changes in public policy to support the numerous forms of the American family. The information in this book is presented in a straightforward and interesting manner. Through studying the institution of the family the student can gain a better understanding of the American society.

McCan, Robert L. and Mark Perlman. ***An Outline of American Economics.*** International Communication Agency. Distribution restricted by law to persons outside the United States. n.d.

Topics covered in this brief overview of the American economic system include: a historical perspective of the general system; small business; corporations; stocks and commodities; consumer protection; money, banking, and fiscal policy; agriculture; labor; and foreign trade. The authors note the contradiction between the model of the simple market system and reality of government as a creative economic agent. They also explain that wariness of the competence of the political bureaucracy has always acted to maintain limits to the role government has been allowed to play. It is the interaction among interest groups that has historically controlled the economics of the society. For the most part, however, this book is explanatory rather than interpretive.

Mittleman, Earl N. ***An Outline of American Geography.*** International Communication Agency. Distribution restricted by law to persons outside the United States. n.d.

After a brief panoramic view of the American landscape, this work examines the regions of continental U.S. and then devotes a chapter to the newest states, Hawaii and Alaska. Maps and charts are plentiful and give one a good sense of location, climate, and population density. Each region is described in terms of natural resources, agricultural production, and industrial development. Where land use has undergone a major historical shift, that too is described. Photographs, both black and white and color, show the land, the cities, and factories of each of the regions. The book concludes with a series of well-chosen photographs of representative American people.

Naisbitt, John. ***Megatrends, Ten New Directions Transforming Our Lives.*** New York: Warner Books, Inc., 1982.

Through a process of newspaper content analysis, John Naisbitt has discovered major trends or directions that are shaping the United States economy, population distribution, and future goals. Therefore, the content of this book is concerned with a new American society that is not yet fully evolved, but one that is in the process of restructuring from an industrial society of the late nineteenth century to an information society of the twenty-first century. This book was written to inform the American business and political community of the future trends in American culture, and although the analyses are a bit simplistic, it serves as an excellent educational tool to describe the changes that have occurred in the United States since World War II.

Toffler, Alvin. ***The Third Wave.*** New York: Bantam Books, Inc., 1980.

Toffler, author of *Future Shock*, has again tried to make sense of the past and the present in order to predict the future of the major institutions in

American culture. According to him, civilization is divided into three parts—a First Wave agricultural phase, a Second Wave industrial phase, and a Third Wave phase which is now beginning. Based on this theory, he creates a systematic framework for understanding major trends of the 1980's, such as the breakdown of the nuclear family, the energy crisis, the spread of cults, and cable television. This book also attempts to predict the future form of national politics and international relations. The topics discussed in this book are of high interest to students, and can be readily used as a springboard in the classroom for more thoughtful analysis and general discussion.

C. POPULAR CULTURE

Bachman, Jerald G., Lloyd D. Johnston, and Patrick M. O'Malley. ***Monitoring the Future, Questionnaire Responses from the Nation's High School Seniors.*** Ann Arbor, MI: Institute of Social Research, University of Michigan, 1982.

The University of Michigan's Institute for Social Research annually surveys approximately 17,000 high school seniors throughout the United States. The statistical results have been published every year since 1975 in the Institute of Social Research's *Monitoring the Future* series. The user of any one of these volumes can learn about a wide variety of characteristics of the graduating high school class described in that volume. Although many of the survey questions are directed at drug use among high school seniors, there is also an excellent set of questions dealing with attitudes towards parents and society in general. Machine-readable data archives for direct analysis of these surveys are also available from the Institute for Social Research.

Bagdikian, Ben H. ***The Media Monopoly.*** Boston: Beacon Press, 1983.

Written in the long tradition of American social protest literature, this work is a good example of the expose or social muckraking form of protest so widely read in the U.S. The author, one of the best-known media critics in the nation, is a professor of journalism at the University of California, Berkeley, and has been a practicing reporter for more than thirty years. His credentials for writing this polemic, are, therefore, very good indeed. His concern in this work is that fifty corporations own and control more than half the 25,000 individual media "voices" in the United States—1,700 daily newspapers, 11,000 magazines, 9,000 radio and 1,000 television stations, 2,500 book publishers and 7 major movie studios. In the process of describing how and why this potential "Ministry of Truth" might be changed, Bagdikian also writes an interesting history of the media industries of the U.S.

Least Heat Moon, William, ***A Journey into America, Blue Highways.*** Boston: Little, Brown and Company, 1982.

Blue Highways is an account of the author's travels across the United States. This is a unique presentation of American society because the type of people and places that are brought to life are not those emphasized in textbooks. The attitudes and life-styles of people in places like Darlington, South Carolina, and No Name, Tennessee, are described by the people themselves in their own dialect. Least Heat Moon weaves the events of the American past and the people of the present together in order to produce a fresh image of America's

society. This book is a literary masterpiece and will surely be granted a secure place in the field of American literature.

Mitchell, Arnold. ***The Nine American Life-styles, Who We Are and Where We're Going***. New York: Macmillan Publishing Co., Inc., 1983.

This study is a summary of the findings of the Values and Life-styles research program at Stanford Research Institute International. From the results of several surveys, the researchers have developed nine categories of American life-styles, each intended to describe a unique way of life defined by its distinctive array of values, drives, beliefs, needs, and dreams. The nine life-style categories are: survivor, sustainer, belonger, emulator, achiever, I-am-me, experiential, socially conscious, and the integrated. The author presents profiles of each life-style category indicating the attitudes, financial status, activity patterns, and consumption patterns of each. Also, preliminary information is presented on life-styles research in France, Italy, Sweden, the United Kingdom and Germany. This book gives the reader a more developed image of the diversity of life-styles found both in the United States and Western Europe.

Moyers, Bill. ***Listening to America.*** New York: Harper & Row, 1971.

In the summer of 1970, with a tape recorder and a notebook, Moyers began a thirteen thousand mile trip through the United States. Having lived in metropolitan areas on the east coast as a member of government and a newspaper publisher, Moyers wanted to rediscover what Americans in the vast reaches of the United States were thinking. As 1970 was a particularly tumultuous year in U.S. history, he heard voices that were disturbed and frightened as well as those that were complacent and spiteful. He spoke with drug addicts, street people, black power advocates, business leaders, country doctors, political candidates, policemen, clergymen, ranchers, and philosophers. His short profiles of these people reflect the concerns, the agonies of the time, but they also reflect Moyers' conviction that in spite of this time of troubles, America would right itself. He reflects the conviction that when people clearly understand the issues, they will see that decency prevails.

Reeves, Richard. ***American Journey.*** New York: Simon and Schuster, 1982.

Tracing the steps of Alexis de Tocqueville, who made a journey around America in the 1830s, Reeves found Americans of the 1980s consistent in character and ideas with those Tocqueville described. In fact, the charm of Reeves' work is his enchantment at finding the modern people of the United States so "American." We are, he claims, a breed apart because of a passion for equality even as we suppress the right of some segments of the population, and because we celebrate our right to dissent while we dedicate ourselves to conformity. Although Reeves' work is hardly as insightful or provocative as Tocqueville's, it provides an interesting analysis of American society in the 1980s.

Schwartz, Tony. ***Media the Second God.*** New York: Anchor Press, 1983.

Tony Schwartz's analysis of the power and influence of the media is frightening, as well as fascinating. He investigates the reasons behind the public's willingness to accept the information they receive through the media and he suggests many positive uses that could be made of the media in areas

such as education, politics, and social reform. He points out the dangers and the misuses of the media, but he leaves the reader with an optimistic image of the future possibilities for media in the United States. This popular non-fiction book is short and the writing style is very casual and straightforward. Students who are interested in the topic will be captivated by Schwartz's knowledge and insight into the rapidly changing communication industry.

Steinbeck, John. ***Travels with Charley.*** New York: Viking Press, 1961.

Steinbeck, concerned that he might have lost touch with the grassroots of America from which he sprang, set out on a voyage of rediscovery. Traveling in a camper pick-up truck with his aristocratic French poodle named Charley, Steinbeck traveled through forty states. He spent time speaking with Americans of all ages, occupations, and ethnic origins. What he found was the strong American identity that transcended the geographic or sectional diversity that also marks American society. "I found no strangers," he claimed, "these are my people and this is my country. If I found matters to criticize and to deplace, they were tendencies equally present in myself. . . . For all of our interwoven breeds drawn from every part of the ethnic world, we are a nation, a new breed." Other echoes of Tocqueville resonate throughout this charming, but sometimes disturbing, book.

D. TECHNOLOGY AND SCIENCE

Editorial Research Reports on Advances in Science. Washington, D.C.: Congressional Quarterly Inc., 1979.

This volume is a collection of *Editorial Research Reports* focussing on science and its impact on the public. Such topics as the politics of science, computer crime, genetic research and pollution control are presented in an in-depth manner. The *Editorial Research Reports* are prepared to keep journalists, scholars and the public informed on developed issues, events and trends.

Panati, Charles. ***Break-Throughs, Astonishing Advances in Your Lifetime in Medicine, Science, and Technology.*** Boston, MA: Houghton Mifflin Company, 1980.

In this book Charles Panati, head physicist for RCA and science editor of *Newsweek* magazine, takes the reader on a tour of the medical, scientific and technological advances predicted for the near future. The break-throughs that are discussed cover such diverse areas as holistic health, cancer research, dental care, genetics, fertility, aging, biometerology, weather manipulation, communications, energy resources, transportation and space exploration. Using simple language, the author is able to explain to the non-scientist some of the scientific break-throughs in knowledge which will change our life-styles. The student of American society might note that the selection of topics and the author's optimistic attitude are representative of the attitudes and interests of his American audience.

V. Useful Journals

The American Political Science Association offers a number of publications to members, including a newsletter, *News*, for teachers of political science, published four times a year, and a journal aimed at the university level professional, *American Political Science Review*, published quarterly. Membership fees are based on income. For information write: American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20009.

Annals of the American Academy of Political and Social Science is the journal of the organization of the same name. It publishes articles of a scholarly nature, meant to help students and the general public form intelligent and accurate judgments. Published bimonthly, the cost is $18 U S. per year for paper copy and $23 U.S. per year for clothbound copy. The address is: American Academy of Political and Social Science, 3937 Chestnut Street, Philadelphia, PA 19104.

Congressional Quarterly Weekly Report is a weekly publication of congressional activities. Information is presented on bills under discussion in both houses of Congress. This is an excellent source of information on the day-to-day activities of the U.S. Congress. Published by Congressional Quarterly Inc., 1414 22nd Street N.W., Washington, D.C. 20037.

Editorial Research Reports is a weekly publication of the Congressional Quarterly, Inc. Each issue focuses on a single issue or problem in American society. Some sample topics are: International Trade Negotiations, Changing U.S. Drug Policy, Child Abuse, Soviet Options, Arab Oil Money. These serve as very good materials for students who are researching such specific topics. Often these volumes are published in book form grouped under more general topics. Published by Congressional Quarterly Inc., 1414 22nd Street N.W., Washington, D.C. 20037.

Forum is the newsletter of Educators for Social Responsibility. This group of teachers is concerned with world peace and how peace can be supported through educational institutions. The newsletter serves as a clearing house for curriculum materials and educational workshops on the topics of nuclear war, militarism in textbooks, international relations, and arms control. This journal is representative of a growing anti-nuclear movement in America. The address is: ESR—National Office, 639 Massachusetts Avenue, Cambridge, MA 02139. $20.00 U.S. per year membership dues.

Geographical Review ($30 U.S. per year) and *Focus* ($8 U.S. per year) are the two publications of the American Geographical Society. *Focus* is the publication most useful for the classroom as it contains materials that can be used directly by students. The address is: American Geographical Society, Broadway at 156th Street, New York, NY 10032.

The History and Social Science Teacher, a Canadian journal, publishes articles related to history and the social sciences. A number of contributions

are focussed on the theory and practice of teaching and learning as they relate to the field. Personal subscriptions are $12 U.S. per year. Canadian and institutional memberships are $15 U.S. per year. The address is: H.S.S.T., Faculty of Education, U.W.O., 1137 Western Road, London, Ontario, Canada NGG1G7.

The History Teacher is published quarterly by the Society for History Education, Inc. and is sent to all members of the society. The contents include articles on classroom techniques, historiography, and reviews of general books in the field, as well as textbooks and readers. Eric CHESS also publishes in this journal. Membership dues are $15 U.S. per year for individuals, and $20 U.S. per year for institutions. All members also receive the *Network News Exchange*, a newsletter of interest to the profession. Address: *The History Teacher*, Department of History, California State University, Long Beach, 1250 Bellflower Blvd., Long Beach, California 90840.

Phi Delta Kappan is published monthly, September through June, by Phi Delta Kappa, Inc., Eighth and Union, P.O. Box 789, Bloomington, IN 47402. Subscription rate, $22.50 U.S. per year, for foreign subscriptions. This journal publishes articles concerned with educational research, service and leadership, issues, trends and educational policy. It provides a useful overview of general education in the United States. The organization also issues a number of "Fastbacks," short pamphlets on the current thinking about a variety of educational topics. Write to the above address for current booklet list.

Science is a weekly magazine that is of equal interest to the scientist and lay reader. It contains articles on all fields of science, including social sciences, natural sciences and engineering. Published by the American Association for the Advancement of Science, founded in 1848, the magazine has a circulation of 160,000 which testifies to its general appeal. The organization also publishes a quarterly, *Science Books and Films*. The magazine is $30 U.S. per year to members, $60 U.S. per year to nonmembers. Membership entitles one to reduced rates on other publications developed by the society. The address is: American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005.

SIGHT Newsletter is published three times a year and is sent to members of the Special Interest Group for History Teachers, a division of the National Council for the Social Studies. The newsletter publishes articles on classroom techniques, summaries of journal articles in the field, and reviews of history textbooks. It also serves as a means of communication within the profession of history education. Membership dues for *Sight* are $5 U.S. per year. Address: SIGHT, P.O. Box 4293, Boulder, CO 80306.

Social Education is the official journal of the National Council for the Social Studies. Published seven times a year, it is available to nonmembers for $35 U.S. per year. Articles cover all aspects of social studies and history instruction with occasional articles on topics of more general interest. For example, the April 1983 issue included a description of the Japanese history textbook controversy, provided an annotated listing of notable children's trade books, and printed recently developed guidelines for teaching science-related

social issues. The address is: *Social Education*, NCSS, 3501 Newark St., N.W., Washington, D.C. 20016.

The Social Studies, a refereed journal, prints articles written by teachers in the fields of history, political science, economics, geography, future studies, and education. As well as providing "how-to-do-it" articles, the journal publishes essays expressing or challenging divergent ideas and opinions. Unsolicited manuscripts from European educators (in English) are particularly welcomed as the journal is attempting to develop a more international flavor. Send contributions to Fay Metcalf, Executive Editor, Suite 709, 1919 14th Street, Boulder, CO 80302 or directly to the Washington, D.C. office, % Helen Kress, Managing Editor. Published bimonthly, the rate for foreign subscribers is $31 U.S. per year. The address is: *The Social Studies*, 4000 Albemarle Street, N.W., Washington, D.C. 20016.

Teaching History: A Journal of Methods includes articles on teaching methods and classroom techniques, as well as reviews of books of interest to history teachers. This journal is published two times a year and costs $3 U.S. per year for individuals and $6 U.S. per year for institutions. Address: Samuel E. Dicks, Division of Social Sciences, Emporia State University, Emporia, KS 66801.

Vital Issues is designed for use by secondary level students. It can be found in nearly any American school library. It publishes easy-to-read articles on demography, economics, history, political science and social studies. Issues addressed are both U.S. and international in nature. Published ten times a year from September through June, *Vital Issues* is available from the Center for Information on America, Inc., Washington, CT 06793 for $4 U.S. per year.

World Eagle is a paperbound magazine published ten times a year, and is perforated for storing in a three-ring binder. This magazine focuses on the United States and world affairs and includes maps, charts, graphs, original source documents and a cumulative index for the volume year. It can be useful as it provides hard data on recent events and makes them more understandable. For example, a recent issue included materials on Afghanistan, the lakes of Africa and their potential for oil, and current economic change in Western Europe—topics that are too current to be found in text books. Address: Duncan L. Gibson, ed., 64 Washburn Avenue, Wellesley, MA 02181.

VI. Useful Organizations

Two organizations in the U.S. have detailed information on curriculum development and changes that take place in the schools. European teachers who desire specific information should feel free to send requests to the:

Social Science Education Consortium
855 Broadway
Boulder, CO 80302

Social Studies Development Center
Indiana University
2805 East 10th Street
Bloomington, Indiana 47405

There are many publications available free or at low cost from the U.S. Government. One particularly useful document is *Informational Technology and Its Impact on American Education*, Office of Technological Assessment, Congress of the United States, 1982. For information on this document and other publications write:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

A third organization acquires, abstracts, and indexes current educational journal articles and documents related to social studies education. Many documents are on microfiche and are available at major universities worldwide. Computer searches are also available. Information may be obtained from:

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, CO 80302

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